

Strengthening Scholarship and Research in the Former Soviet Union

Carnegie Corporation *of* New York



When I joined Carnegie Corporation as president in 1997, it was less than a decade after the collapse of the Soviet Union. The Corporation already had a long history of supporting efforts to improve U.S. scholarly, scientific, and public understanding of, and relationship with, the Soviet Union. This work grew out of the mandate of our founder, Andrew Carnegie, who had devoted much of his life to promoting international peace and dedicated the Corporation to follow in that same path. In both advancing education—another of his great concerns—and working for peace, Carnegie understood that national as well as international security ultimately depend on having the knowledge to act wisely, not only in our self-interest and that of our allies, but also in regard to nations in transition, where their future course may have an impact on global stability.

That certainly has been the situation in regard to Russia. In the decade of the 1990s, the region was in upheaval, the future was uncertain, and the promise of a democratic Russia seemed to be growing dim in the fading light of severe economic woes, social, cultural and ethnic conflicts, a brain drain of the nation's intelligentsia and even a declining life expectancy. But even in this seemingly weakened state, Russia's status on the international stage could not be ignored. After all, Russia was, and remains, an integral part of Europe and a bridge to Asia. And it is still a force to be reckoned with, a giant reaching across eleven time zones, with a vast arsenal of nuclear weapons, huge reserves of natural resources and a multi-religious, multi-national, multi-ethnic and multi-racial population.

Hence, in 1997-98, the Corporation embarked on an ambitious program to strengthen higher education in the former Soviet Union, concentrating on the humanities and the social sciences—fields that would be essential players in the societal transformations underway. Through our program on Higher Education in the Former Soviet Union, aimed primarily at rejuvenating scholarship in the newly independent states, and its core component, Centers for Advanced Study and Education (CASEs), which involved establishing university centers for interdisciplinary area studies, network building and promoting scholarly communication, the Corporation worked toward the goal of reinvigorating the post-Communist Russian university system to help provide an underpinning for the nation's social and intellectual future. We were joined in this effort by our partners, the Russian Ministry of Education and Science and the John D. and Catherine T. MacArthur Foundation.

It is our hope that this review of our programs aimed at strengthening scholarship and research in Russia and the post-Soviet states will help to enhance and inform future efforts to advance international peace and understanding. Much has been accomplished, but much more remains to be done.

A handwritten signature in black ink, appearing to read "Vartan Gregorian".

Vartan Gregorian
President, Carnegie Corporation of New York

Strengthening Scholarship and Research in the Former Soviet Union

Carnegie Corporation's grants focusing on the Soviet Union, and Russia in particular, go back many years: funding the establishment of the Russian Research Center at Harvard in 1948 is but one example; supporting Soviet-American scholarly exchanges under the auspices of the International Research and Exchanges board since the 1960s is another. The idea of strengthening Russian universities and supporting scholars there was not new to the foundation when, in 1999, the Higher Education in the Former Soviet Union (HEFSU) initiative came into existence. What *was* new was the addition of the humanities into the mix of disciplines the Corporation chose to support, and the strategy of making grants in support of higher education *within* the Former Soviet Union through U.S. institutions.

This shift followed the logic of the Corporation's international programs, which had evolved from an almost exclusive concentration on strengthening domestic expertise on the Former Soviet Union and Russia, to reducing the dangers of nuclear war and nuclear proliferation, to the present focus on building scholarly capacity in post-Soviet institutions. Higher education in the Former Soviet Union was unknown territory at the time, but with experienced partners such as the Russian Ministry of Education and Science along with the MacArthur Foundation, wise advisors including the Kennan Institute of the Woodrow Wilson Center for International Scholars, a solid professional staff at the Corporation to implement the program and the strong backing of the Corporation's board of trustees, the risks seemed worth taking to achieve potentially groundbreaking results.

The Corporation's decision to support scholarly research and communication within Russia and other

states of the Former Soviet Union (FSU) was motivated mainly by an abiding concern for the future of this region, which had cast such a long shadow over the world's stage. Russia reaches from Europe to Asia, and controls a vast arsenal of nuclear weapons, huge reserves of natural resources and enormous intellectual capital. Clearly, Russia and its neighbors will always be vital to international peace and stability.

After the collapse of the Soviet Union in 1991, the knowledge community there and the institutions that supported it suffered dramatic reversals. No longer tethered by central political and administrative control, the higher education system and the research institutes of the newly independent states faltered. What was formerly an intellectual and scientific force to be reckoned with was thrown into disarray and the once far-reaching empire was in danger of losing its best and brightest for national reconstruction and the development of a democracy and civil society.

Recognizing the risks of wholesale political and economic transformation, we established the HEFSU initiative to encourage the growth of humanistic education, study and practice. Of course, change cannot be planted and can come only from within the countries. Knowing this, the program's staff has continuously sought ways to nurture a rising generation of thinkers and leaders and to give voice to the values of orderly democratic change that will promote the FSU's evolution into mature democracies.

At the heart of the HEFSU initiative are thirteen programs—nine Centers for Advanced Study and Education (CASEs) in selected universities throughout the region and four CASE-like centers in other former Soviet states.¹ These Centers serve as umbrellas for advanced interdisciplinary research aimed at ending isolation and at supporting mobility, collegiality and the cross-fertilization of ideas among faculty members,

¹ CASEs In Russia: Baltic CASE, Immanuel Kant State University, Kaliningrad; Far East CASE, Vladivostok; Irkutsk CASE, Siberia; Novgorod CASE; Rostov CASE; Saratov CASE; Tomsk CASE; Ural CASE, Yekaterinburg; Voronezh CASE. CASE-like Centers: Minsk, Belarus; Yerevan, Armenia; Tbilisi, Georgia; Baku, Azerbaijan. A map with all CASEs' locations is on the inside back cover.

researchers and intellectuals. Through the years, thousands of scholars have received support through this program and as a result have produced excellent work, reflecting a dramatic revitalization of higher education in the region. While not all programs in all Centers have been equally successful, all these endeavors have had a demonstrable and continuing impact on Russian scholars, and there is ample across-the-board evidence of innovation and outreach.

In 2008, as this review is being written, CASEs and a number of related programs are reaching maturity and, over the next few years, will gradually come to a close. This review, which features commentary from key members of the organizations responsible for establishing, overseeing and funding the project, will summarize what Higher Education in the Former Soviet Union grantmaking has achieved and where the greatest challenges remain.

Higher Education in the Former Soviet Union *Major Programs Funded by Carnegie Corporation**

American Council of Learned Societies (ACLS)

A humanities program that provides support to scholars in Belarus, Russia and Ukraine, its principle activities are awarding of grants to individuals, advising on program design and helping to distribute and review applications with the objective of assuring continued future leadership in the humanities.

Basic Research and Higher Education (BRHE)

A program in the natural and physical sciences designed to transform and reinvigorate the training of young Russian scientists by strengthening the basic research capabilities of Russian universities. Jointly administered by the Civilian Research and Development Foundation and the Russian Federation Ministry of Education and Science (MinES) and co-funded with the John D. and Catherine T. MacArthur Foundation.

Caucasus Research Resource Centers (CRRCs)

A network of resource and training centers established in the capital cities of Armenia, Azerbaijan and Georgia with the goal of strengthening social science research and public policy analysis in the South Caucasus. A partnership between Carnegie Corporation, Eurasia Foun-

dation and local universities, the network offers scholars and practitioners stable opportunities for integrated research, training and collaboration in the region.

National Council for Eurasian and East European Research (NCEEER): Exchanges and Fellowships

A program that brings post-Soviet Russian scholars to the United States for short-term, nondegree research at American universities and research institutions with the goal of strengthening scholarship and integrating Russian social scientists and humanities scholars into the work of regional Centers for Advanced Study and Education (CASEs).

International Research and Exchanges Board and University Administrative Support Program

A university administration program that offers access to skills and organizational systems for administrators at select state universities in Russia and other former Soviet states, while providing more concentrated funding to those with the capacity to turn their institutions into models of administrative excellence. Program elements include fellowships in the United States and pilot project grants.

* A list of additional HEFSU programs is on page 16.

Finding the Way

Initially, efforts by Carnegie Corporation and other Western organizations to strengthen higher education in the Former Soviet Union involved support for individual scholars. While yielding important benefits, these ventures could not address the structural problems of failing institutions. Recognizing this limitation, the Corporation began exploring the feasibility of a more ambitious program concentrating on the humanities and social sciences—fields that stood to be influential in the social transformations then under way.

In 1998, Carnegie Corporation of New York and the MacArthur Foundation commissioned an assessment of social sciences and humanities education in the Former Soviet Union. The resulting report, prepared by the Kennan Institute of the Woodrow Wilson Center, posed two fundamental questions:

1. How can high-quality research and scholarly communities in the social sciences and humanities be sustained given the impediments imposed by post-Soviet realities?
2. What role can Western funding organizations play in alleviating some of these pressures?

Extensive research was undertaken to find the answers, including consultations with education experts throughout the Former Soviet Union as well as in the United States. To no one's surprise, the education sector of the newly independent states of the FSU was in dire circumstances after the collapse of the Soviet Union in 1991. Once generously funded by the state, virtually all post-Soviet institutions and communities were decimated by the region's general economic degradation. Infrastructure and resources, institutes, libraries, journals and publishing houses were crippled by the withdrawal of funds.

As one academic recalls about beginning his doctoral studies in Moscow in 1987, "at that time, capable young people were eager to join the academy.

The prestige of scholarly work was still relatively high. ...This was a time of glorious plans. Unfortunately, it did not last very long. Around 1990 there was an obvious break, and soon after that the academic sciences ran into a whole gamut of problems related to staffing, finances and organization."²

On the one hand, the higher education sector had gained unprecedented freedom, and there were widespread changes in curricula, instructional methods and university management. But this also meant the equally unprecedented freedom to fail, and higher educational institutions in Russia and throughout the region suffered grievously amid a policy environment in the 1990s that saw the central authorities and regional administrations abdicate much of their responsibility for adequate funding, maintenance of infrastructure and social equity in higher education. At the time, various Western governments, multi-lateral agencies such as the World Bank and major private foundations poured substantial resources into the reform of post-Soviet higher education. But there was a sense by the end of the decade that much of that technical assistance had been ineffective.

When the Corporation-sponsored needs assessment was conducted late in the decade, the social sciences and humanities still faced grave challenges. Many scholars and scientists were leaving the country or giving up on academia to seek other means of support. The quality of research plummeted as academics, although free from political constraints, were now largely impoverished. Younger scholars lacked mentors to guide them, and were discouraged from entering the field by low salaries. Besides the money issue, entrenched Soviet attitudes toward education—resulting in limited opportunities for advancement, inflexible bureaucracy, heavy teaching loads, cronyism and corruption—were exacerbated by a general resistance to change on the part of the government.

² "It's Not Easy Being a Scholar in Modern Russia," by Vadim Radaev, in *Russia's Fate Through Russian Eyes*, 2001, Westview Press.

What did these findings mean to Carnegie Corporation? Given its twofold mission of promoting education and international peace, the foundation's leadership, with a new president, Vartan Gregorian,

reframed its priorities and decided to address transitional problems in the post-Soviet Union by strengthening higher education as a way of achieving widespread intellectual renewal.

Blair Ruble



Director of the Woodrow Wilson Center's Kennan Institute for Advanced Russian Studies, a nonpartisan institution that works with scholars and policymakers from America, Russia and other successor states to the Soviet Union on political, social, and economic issues.

In late 1998 a meeting of Carnegie Corporation and the MacArthur Foundation took place to come up with a plan for evaluating the needs of higher education in the Former Soviet Union. Soon thereafter we began the process of conducting hundreds of interviews throughout the FSU, which pointed out the number-one problem: everybody was underpaid. Ultimately, however, we learned the more serious result of the economic collapse for academia was isolation. With the disintegration of the Soviet Union, the local and regional scholarly networks that sustained indigenous intellectual communities had been weakened, if not totally destroyed. We felt American funders could end some of the isolation by creating horizontal networks among scholars.

As our report ultimately stated, from the beginning of this project we had given a great deal of thought to the questions of scale and scope of Western assistance programs to the regions. Considering the enormity of the problems facing the intelligentsia there, we sought the greatest "bang for the buck" that would at the same time complement existing programs. Working with and supporting individual scholars was not sufficient, as those scholars were dependent on sustainable colle-

gial institutions. Yet trying to reduce the impact of large, structural problems required a degree of effort beyond the scope of any single Western institution as well as an unrealistic time horizon.

Consequently, steering a middle course between large-scale reform programs and small-scale individual grants seemed best. This middle ground would aim to rebuild professional life and sustain intellectual communities by building an infrastructure for what we termed the "invisible university." It would be a sufficiently flexible approach, allowing programs to be tailored to local needs, and its informal structures would sustain scholars and fields of inquiry while also encouraging regional cooperation and exchange.

We envisioned creating centers that would foster networks primarily of western-trained scholars going back to the Former Soviet Union. These centers would be associated with universities and would also support journals and discussion groups. All the members of the assessment committee had worked together and had the Wilson Center model in mind, which downplayed large, bureaucratic institutions and focused instead on research activities and on working together on grants. In time, this shared vision evolved into Centers for Advanced Study and Education—CASEs.

Three rounds of competition were held to select the institutions where the CASEs would be located. As many as 90 applications came in for each round, and at the very first round some 20 to 25 were discussed seriously. We were generally surprised at the high quality of the applications. The decision-making process was very contentious, as there was quite a bit of money on the table. There was a general sense of two competing

strategies—one favoring proven resources and the other innovative proposals—with representatives from the United States and FSU weighing in on both sides of the philosophical divide. We ended up with a mix of both.

What we aimed to provide for these scholars was the missing link that every academic here in the United States enjoys. When we originally talked about our intentions, the immediate fear was that there would be graft and corruption. In fact, there have been remarkably few problems. This project hasn't been plagued by any difficulties that wouldn't exist in the United States as well. Predictable difficulties like interdisciplinary jealousy and politics are pervasive. But there were good controls and the funding was within the absorptive capacity of the institutions.

There are many positive aspects to the changes in the region for social sciences and humanities. The academic community is more open to the broader international community than ever before. What one studies and how, and what one says about one's research, are now decisions that are uncontrolled in a manner which could never have been possible under the Soviet regime. Yet we can't forget that such positive changes have emerged against a backdrop of a general devaluation of the academic enterprise throughout the region.

In terms of success stories, the Urals CASE on tolerance has been really important, producing world-class work on this topic. Rostov CASE has evolved into a powerful center. Intellectually, Yekaterinburg should command attention. Time will tell what the most lasting benefit is. The real value is the combination of Western funding within a Russian framework. But at the end of the day it's undeniably Russian. The project has remained relatively isolated from politics because it is a true partnership between Western and Eastern ideas and money. Everything is evenly divided. It's a model of what is possible.

During the Soviet period, the pressure of the centrally planned system to keep research in line with ideology isolated the social sciences from pertinent social problems and resulted in the underdevelopment of applied social sciences. When the newly independent states found themselves in the grip of political, social and economic dislocation, even qualified social scientists were helpless to address the resulting problems. The Corporation recognized that, to become a true civil society, these newly independent states must overcome their isolation, develop knowledge of social sciences and humanities and apply this learning to finding solutions for their urgent social and political problems.

One widespread issue was a disparity in the capacity for research and analysis between institutions in the capital cities and the rest of the FSU. With most young people no longer able to afford to study far from home, the quality of students in outlying universities had risen, intensifying pressure on provincial institutions to upgrade their offerings and facilities. Some institutions in the Former Soviet Union, despite adverse circumstances, had already begun innovating, developing new disciplines and turning toward the West. The time was right for the Corporation to step in and encourage these trends.

Yet not all problems in the higher education system in the Former Soviet Union could be remedied—and there were no quick fixes. The Corporation's objective was to build the region's intellectual capital, focusing only on challenges that could realistically be addressed given limited funding, and to leverage resources by creating synergy among regional programs. The strategy involved three steps: (1) providing new opportunities for scholars from the Former Soviet Union to pursue careers in their home countries while interacting extensively with colleagues in the West; (2) rebuilding professional ties within academic communities as a means of reducing political and cultural tensions in the regions; (3) establishing new linkages to bridge the widening gap between universities and other academic institutions in the Former Soviet Union.

Deana Arsenian



**Vice President, International
Program Coordination and
Program Director, Russian
Higher Education and Eurasia**

Carnegie Corporation began this endeavor with the objective of strengthening the Russian intelligentsia by creating centers of excellence. Most of the projects we support under the Higher Education in the Former Soviet Union (HEFSU) initiative are interlinked in the manner of concentric and intersecting circles, with the Centers for Advanced Study and Education (CASEs) in Russia at the center of the circles. Collectively, the HEFSU projects aim to strengthen research, scholarship and publications in the social sciences and the humanities, create opportunities for post-Soviet scholars to get research fellowships in Russia, Eurasia and in the United States and strengthen the administrative capacity of institutions of higher education through university management training and other programs.

What led us to the development of the HEFSU initiative was the relentless deterioration of Russian academia, which actually began in the 1980s with diminished governmental funding for core needs. The collapse of the Soviet Union had led to extensive brain-drain and disruption of the university system. The Open Society Institute (OSI) was the first American foundation to address this problem—a problem magnified by the potential ramifications of a collapsed nuclear power and the dislocation of its scientists and engineers—by helping individual academics and creating Internet centers at major universities across Russia. Soon other U.S. foundations, including the MacArthur Foundation and the Ford Foundation as well as European funders, turned their attention to the plight of post-Soviet academic communities and institutions.

We built on work done by others and we did it, in most cases, together with them. We joined the MacArthur Foundation in supporting the Basic Research and Higher Education (BRHE) program, administered through the nonprofit U.S. Civilian Research and Development Foundation and co-funded on the Russian side by the Ministry of Education and Science, creating university-based scientific research centers across Russia to facilitate development of first-rate research universities. In Russia and elsewhere in the post-Soviet space, research and teaching has been—and to some extent continues to be—segregated. Universities typically carry out the training function while research is primarily conducted at academic institutions. One of the objectives of the BRHE program has been to narrow the gap between research and teaching and to help transform Russian universities into institutions that do both. Carnegie Corporation's CASEs followed the BRHE model, but in the social sciences, with the establishment of thematic-based centers of excellence at regional universities. As with the BRHE, the CASEs program is co-funded by us, the MacArthur Foundation and the Russian Ministry of Education and Science. This has been a very important and fruitful collaboration, in terms of financial support and of program development and implementation.

In 1998 when we commissioned the needs assessment of higher education in Russia and the former Soviet Union, again partnering with the MacArthur Foundation, we learned that the needs were still tremendous: With no money for upkeep and limited support for academics, there was serious decay of infrastructure and scholarship. Armed with the results of the needs assessment, we approached Andrey Korotunov who, at that time, ran the Open Society Institute's higher education programs in Russia. With him and his colleague, Irina Laktionova, we visited a dozen Russian universities across the country and met with 500 to 600 academics to gauge their perceptions of their

needs. In essence, we aimed to test the findings of our needs assessment.

From city to city, we asked Russian educators and researchers about their requirements for a healthy intellectual life, including opportunities for research, mobility grants to recreate networks and international connections, conferences and publications and access to information and resources. What we learned confirmed the basic recommendations of the needs assessment. And it led us to modify our program through the creation of university-based, autonomous centers that could serve as umbrellas for an array of academic activities. When, having completed some visits to Russian universities, we approached the Russian Ministry of Education and Science and held a number of meetings with then deputy minister Alexei Borisovich Vinogradov, our proposal to the Ministry reflected the needs identified by Russian academics. This was a key factor in getting the Ministry to join us through financial support and endorsement.

Our primary objective was not strengthening universities but restoring a disciplined academic environment and providing essential research tools. The former intellectual isolation of the Soviet Union called for strengthening of disciplines, particularly in the social sciences, through international linkages. The emergence of new Russia also required a better distribution of resources across a vast and complex landscape. We were told over and over again in our meetings with Russian academics that the resources had to be spread to regional cities and regional institutions because the needs of the country cannot be advanced through the center alone. The intent of CASEs was to create equal opportunity for research, scholarship and other related endeavors to Russian academics throughout the country. This was also a priority for the Russian Ministry of Education and Science. I will not forget how we were sitting in Alexei Borisovich's office one day, when he pointed to a huge wall map of Russia—a map that was dotted with major

regional universities in dire need of resources, attention and connection to each other and to the world at large.

Today, we see that Russian regional universities are growing through increased enrollment. While in much better shape than they were when we began our programs, they continue to lack access to financial and intellectual resources. I want to stress that all the regional universities in our orbit are immeasurably better today; some have gotten huge federal grants to build themselves up as major national research universities. I don't want to draw a direct correlation between our programs and the state of Russian universities. Today's Russia is a much richer country than Russia of 1999, but the leadership of the universities in the CASE network, and the leadership of the CASEs themselves, have indicated that a correlation does exist between a CASE and its university's success in getting major federal funding for transformation.

At the beginning, the first question that we were asked by our Russian interlocutors was why we were interested in helping Russian academics. Our answer was that we wanted to create the same opportunities for Russian scholars that exist for American scholars in the United States. Carnegie Corporation's president and the board made a commitment to the HEFSU program because they recognized that academic communities are integral to democratization and are valuable to international peace and prosperity. The earlier CASE program, recognizing the role played by individuals in Russia's transformation, included a major fellowships element. The idea then was to buttress the CASEs, which were designed to provide services to academics not only located at CASE host universities but throughout Russia, with a major individual research fellowship program.

The fellowships were open to all Russian academics and were awarded, through an external review process, on the basis of merit and in accordance with the thematic link between the proposed research and an individual CASE. Each recipient of such a fellowship,

irrespective of location, was supposed to get an affiliation with a CASE and spend some time there conducting research and being part of the center's intellectual life. In two rounds of competition, over 300 such fellowships were awarded. This was a successful program element at the beginning, when Russian academics had very limited access to individual grants. But it became less important as the needs of the CASE evolved and as more opportunities opened up for grants within Russia. Eventually we replaced these national fellowships with more targeted research grants that are ongoing under the current program.

Over time we have made other changes to the program design that reflect the evolving reality of Russia and take account of lessons learned. In one instance, a major shift occurred when, after four years of funding, there was a detectable rehashing of old research. To curb this practice, we changed the model by appointing a group of curators—senior academics in Moscow and St. Petersburg whose brief was to work with each CASE to develop innovative research. This change was effective in moving the CASEs toward new areas of work including research, publications and conferences. To further strengthen innovative and new research, we replaced support for individual research projects with network projects that encompassed all or many CASEs and involved academics from different CASEs and institutions in Moscow and St. Petersburg. This shifted the focus from individual projects of concern to researchers to broader research projects of relevance to Russia. Today, the projects bring together regional and central perspectives and focus on such issues as Russia's political transformation, Russia's role in the world and Islam in Russia. This is a fresh approach, which amplifies the voices of regional academics on topics vital to Russia's future.

The CASE governing structure is solid and has been in effect from the beginning. The program is guided by a very involved, Russian-American advisory board,

which includes representatives from the U.S. foundations (Carnegie Corporation and the MacArthur Foundation), a representative from the Ministry, the rector of St. Petersburg University, a prominent academic and director of a Russian research institute and several American experts on Russia. All strategic decisions involve the board—an approach new to Russia, but well tested with BRHE. Given the emphasis on the board, the project is not strictly a Carnegie Corporation initiative, but rather a living, breathing entity created by the Corporation along with other co-funders, and now much bigger than the original founders. The CASEs program is administered by a Russian organization (the ISE Center) and our grant flows through the Kennan Institute for Advanced Russian Studies.

Have we succeeded? If our objective was to create opportunities for scholars, the CASEs have achieved success in terms of the sheer numbers they have touched. Thousands have been brought into the network. Hundreds of conferences have taken place, plus publications and visits by academics within and outside Russia. The scholarly output adds up to thousands of publications. Considering the sheer volume of work, measured in tangibles, one can point to a degree of success.

No, we did not change Russian universities, but that was not our intention. It is too big an objective and is beyond our scope. When the program was first put together in 2000, the exit phase set to begin nine years later was built into the original plan. Even so, most CASEs will continue because universities are now more adequately funded and the CASEs now occupy an intellectual space in their respective institutions. The CASEs are beginning to function like any other academic institution, so I remain hopeful that the network we have helped create will survive beyond the funding from us and the MacArthur Foundation.

Centers for Advanced Studies and Education

In 2000, Carnegie Corporation's initiative on Higher Education in the Former Soviet Union officially launched the Centers for Advanced Study and Education (CASEs) with a \$2,400,000 grant, in partnership with the John D. and Catherine T. MacArthur Foundation, the Open Society Institute and the Russian Ministry of Education and Science. This initial two-year funding went to establish three Centers in Russia: Tomsk, Voronezh and Ural State Universities were recognized in the first round of competition for their vision, academic strength and intellectual leadership. Five more regional universities were added in 2001: Far Eastern, Irkutsk, Kaliningrad, Novgorod and Saratov State Universities; and in 2003 the Rostov State University was selected. Four CASE-like centers were also added in Armenia, Azerbaijan, Belarus and Georgia in 2003.

The stated purpose of the CASE program, which represented a major new investment in Russia's intellectual capital, was to contribute to the professional survival of the post-Soviet intelligentsia and to preserve and revitalize Russian traditions of scholarly excellence, with a special focus on the humanities and social sciences. At the outset, each Center focused on a particular theme:

1. Baltic (Immanuel Kant State University of Russia, Kaliningrad) CASE: *Russia and Europe: Past Present and Future*.
2. Far East (Vladivostok) CASE: *Russia and the Asian-Pacific Region: Comprehensive Security, Conflicts and Cooperation in the 21st Century*.
3. Irkutsk CASE: *Siberia in Russia and in the World: Challenges to Development Strategies*.
4. Novgorod CASE: *State, Society and Individual in the Context of Russian Culture: The Dimension of Values*.

5. Rostov CASE: *Russia's Modernization Problems*.
6. Saratov CASE: *State, Society and Individual Destiny (Russian and International Experience)*.
7. Tomsk CASE: *Eurasian Frontier: Inter-Cultural Community and Communication System*.
8. Ural (Yekaterinburg) CASE: *Tolerance and Societies' Integration Under Globalization*.
9. Voronezh CASE: *Dialogue and Continuity Among Cultures in Contemporary Society*.

By helping to consolidate an educational and academic community on the regional scale and step up academic mobility, since their inception CASEs have become prominent features on the academic map of Russia. Not limited to exchanges between Moscow and St. Petersburg, the Centers have opened their doors to hundreds of regional and international partners. The program's activities are overseen by a board on which donors (including Deana Arsenian from Carnegie Corporation) and administrators are represented, and by the Council of Academic Curators whose task is to maintain high professional standards. The Centers carry out an array of activities such as local and regional seminars, collaborative research projects, interregional and international faculty exchanges, publication of research papers and supporting university libraries.

All nine Centers have these components:

Research: The most meaningful and visible CASE activities fall into this category. The program has evolved into project-based funding and targeted support of network projects, including those implemented jointly with Moscow and St. Petersburg institutions. The research component drives all others, as its funding covers the entire range of related activities including publication of results.

Conferences and workshops: These activities played an especially important role in the early implementation

phase, helping position CASEs as academic debate clubs and sites for the presentation of new projects. Now their main purpose is to assist in project launches—defining research methodology, developing implementation plans, motivating prospective participants—and in presenting results.

Publications: Dissemination plays a key role in advancing the program. More stringent standards introduced in 2003 contributed to the improved quality of CASEs' publications, while low-cost, small-circulation papers and cooperation with Russian and foreign periodicals have enabled the program to reach new audiences, including in the United States.

International projects: This component supports travel and collaboration with international colleagues, encouraging the pursuit of joint research projects that enable CASEs to transcend the boundaries of Russia-specific studies, strengthen cooperation with European, American and other foreign partners and develop university management and strategic planning skills.

Library support: The Centers strive to institute modern, open-access academic libraries and to make possible use of state-of-the-art information facilities and research data not only by program participants, but all scholars in the region. In addition to accumulating collections of national and international publications, the program funds book purchases from regional publishers, development of an interlibrary exchange system and expansion of the CASE publications archive, and facilitates book donations from Russian and foreign sources.

It is very helpful for regional academics to become acquainted with scholars from the big cities (Moscow and St. Petersburg) and from abroad, says Moscow-based professor Elena Danilova, head of department

and senior research fellow at the Institute of Sociology, Russian Academy of Sciences, who studied in the United Kingdom in the 1990s and has played a role in a broad range of CASEs' research, conferences, publications and international activities. "It's a window for them," she says, "which is especially important as the political situation becomes more ambivalent and possibly less open." While in her view there are plenty of state-provided resources and no threat to academic freedoms for now, going forward "there could be a danger of students being held to certain textbooks, for example," she suggests.

According to Danilova, a positive outcome of the Centers is their ability to respond to the demand for official social science information with up-to-date approaches to current social problems rather than relying on old-fashioned applications. Through CASEs, researchers have the opportunity to attend conferences and collaborate with a range of experts and to get an interdisciplinary team's point of view. "This feedback is good," she says.

Andrey Kortunov



**President, ISE-Center,
the Russian organization
established to implement
CASEs' research and
educational projects.**

When we began planning the CASEs program in 1999, it was a singular time in Russia, just after the ruble default of 1998. Most of the universities were impoverished and scholars were concerned about their survival—professionally and otherwise. Funding from the budget was very limited.

When Deana approached me, I was running a mega-project funded by Soros (Open Society Institute) and this was to be on the same scale. The original idea was to support social science and humanities units within the universities by linking with Moscow-based research centers. I was prepared by previous experience and also had a good connection with the Ministry of Education. I went on the site visits with Deana and staff to more than a dozen universities emphasizing these fields. The whole concept from the start was designed to preserve scholarship and to support intellectuals and provide a means for them to continue. It was a dual track: one for universities and another for individual fellowships. Much of this original organization has changed since that time.

Importantly, CASEs did not try to launch without consulting the Ministry first; Ministry officers participated in designing the format and became stakeholders from the start. This approach has paid off, since the money from the Ministry has increased considerably from the 20 to 40 percent of Ministry-provided university funding at the outset. Because of this involvement it was considered not a private initiative but a model that could be used in supporting scholarship in general. The Ministry has since launched other competitions modeled on this one. In a way, we started them.

The CASE model is complex and multifaceted, involving libraries, seminars, mobility, research, conferences, publications. It's also rigid in terms of quality control. Most institutions and programs under state control did not check how efficient or standards-based implementation was. It was strictly budgetary control. We had substantive control, which distinguished our program.

Yes, there were challenges. Of the many unexpected difficulties we faced, the gap between research and teaching was the most problematic. There were few incentives for the faculty to do research. There was also a lack of advanced studies—a concept that was difficult even to define. We wanted to introduce this notion

but ran into institutional inertia. We also had to leap barriers to introduce interdisciplinary research when we attempted to engage economics, political science, psychology—it was not easy.

One of our ambitions was to have “network” projects so we would unite a couple of universities for competitive analysis, for example. But they did not have the tradition of working together. Last and not least it was challenging to integrate scholars into the broad international community due to methodology, language and priorities. Among the barriers were the isolation and self-referential nature of the system. Some disciplines had yet to be introduced in the former SSR: political science is one example. Others, such as history, psychology or linguistics, had already developed their own approaches, which were different from what you see in the West. There's a tendency for researchers in Russia to go into archives for their information and then present a narrative. In the western approach one tries to be analytic and multidisciplinary; this idea is gradually taking root.

We wanted to develop partnerships, but in Russia, there is no tradition of collaboration. Common standards and approaches are not often found even within a single publication. We also need to bridge the gap between fundamental and applied research. Ivory towers are not related to regional problems, and their research topics tend not to pay any attention to issues of local importance. Our intention was to find issues that would resonate with the neighborhood and to make them more applied, without sacrificing excellence, and to elevate them to the level of sustainability so there would still be interest after the end of CASEs.

Some CASEs are stronger than others, but there are many examples of accomplishments. Some have started to play an important role; some are activist; some have promoted careers. Some have focused on important, serious, socially important issues. Kaliningrad, for one, is a monitor of migration in the entire Baltic region.

The whole region is in migration, and they advise the government on how to manage it. Yekaterinburg is actively involved in urban planning and development of the region. Rostov has the Islamic network and studies; it's now perceived as the most visible Russian example in this subject area.

Looking ahead, the immediate goal would be to expand the international dimension. There's no need now to support infrastructure. There's more wealth in Russia than when we began the program; libraries and publications they can now do on their own. The challenge is to keep Russian scholarship open and integrated into the international scene. Existing exchange programs are dying out. Technical assistance agencies are leaving the country. This calls for a different mode, more reciprocity, developing and maintaining of links. It's not direct but there is an impact of political changes. As a country gets wealthier, it gets more arrogant. The attitude becomes that 'we don't have to learn anything; we don't need to get advice; we know what we're doing.'

Still, social technologies and research capacities are not accurate, which can affect international cooperation in research and education. The point is that we have to learn. Some of our disciplines are not mature. Even if you are the best you need international development to stay the best. We need affirmative action in this area.

up its information technology and communication capacity, the Centers could become model institutions in social sciences and humanities. The ultimate goal was to develop applied research projects of potential use to outside partners and to achieve long-term sustainability.

Carnegie Corporation commissioned an independent evaluation of CASEs in 2007, and found notable success in achieving these objectives. The evaluator's report praised the program's ongoing efforts to encourage dialogue and cooperation within and beyond the academic community and to facilitate integration of Russian scholars into the international academic community. CASEs have been successful because leaders made a concerted effort to reach out to diverse academic departments, to involve younger faculty and students in systematic and sustained ways in CASE-program activities, and to reach out to other regional higher education institutions as well as to partners in the wider economy and society. Perhaps most importantly, successful CASE leaders were both able and willing to collaborate closely with the senior university leadership while maintaining the autonomy of the center and interdisciplinary flexibility.

Strategies that involve grantees in international exchange and introduce new research methodologies and techniques have borne fruit, the evaluation states, and the management of the program was found to be flexible and adaptive. Although tensions within programs may present an ongoing challenge, the report concludes that policies have evolved in a beneficial way through the years along with changing circumstances. Most importantly, progress has been made in fostering good relations with the Russian educational establishment, to the extent that the influence of CASEs and related programs can be seen in current educational policy.

Efforts to establish interdisciplinary and inter-regional collaboration as well as new approaches to research management can in large part be traced back

The Program Comes of Age

At its midway point in 2005, the program's emphasis changed and the CASEs adopted a network-based approach leading to a new set of priorities, which included improving the quality of research and introducing uniform standards, while strengthening mechanisms used in monitoring program activities. By making these improvements as well as building

to engagement by the Centers, which have helped to shape the evolving policy environment in Russian higher education. This can be seen in the growing influence of both the methods (such as more competitive approaches to research management and new efforts to foster interdisciplinary and interregional collaboration) and principles such as peer review and international standards.

At the same time, the program has had to grapple with several persistent roadblocks to innovation, such as language barriers, uneven standards for publication and passivity on the part of some CASE leadership. The single most important variable may be the nature of the local leadership group at each CASE and how they do—or do not—work together as a team. Especially important is whether each CASE leadership team looks inward and tends to “hoard” resources within one department or discipline; or whether they look outward, and reach out to other departments and units, to younger faculty, to other regional higher educational institutions and to potential partners outside of the university.

When the CASEs program shifted its orientation from local projects guided by the original thematic orientation of each Center toward larger scale, more truly interregional network projects, new challenges inevitably arose, generating tensions in some regions. While this shift was necessary for meeting international standards and undertaking more rigorous work, the unintended consequence of the network organization was that it became harder for some students and regional faculty to be actively involved in CASE-sponsored activities. Overall, Centers that are more open to outside partners are operating well in the context of the new network projects, while those that are more insulated have a harder time. The move to network projects seemed to energize some CASEs, while making others more passive or dependent—a variation that seems directly related to the vitality of leadership and governance within each CASE. In

fact, these related issues of leadership and governance are perhaps the single most important variables in the relative success of a CASE.

Finally, as the evaluation states, “perhaps the most significant persistent weakness of the CASE program has been the difficulty in translating innovative research into educational practice, and into sustained innovation in faculty teaching and student learning. This is arguably the most salient structural and professional obstacle throughout all of Russian higher education, to overcome the Soviet-era separation of research from teaching amid conditions of financial crisis and managerial reform.”

Whatever the obstacles, the CASEs have already supported an admirable body of research, according to Robert T. Huber, president of the National Council for Eurasian and East European Research, and Ivan Kurilla, professor, Volgograd State University, Russia.³ Issues of sustainability are now the program’s main concern. To obtain long-term support from a Russian government struggling with revamping higher education, they caution, the Centers will need to prove they “are valuable assets in the country’s international economic competitiveness.”

Some suggestions have been made toward fine-tuning the program to ensure its relevance. One possibility is ongoing distribution of resources to CASEs on a competitive basis, so that only those Centers demonstrating vital leadership and openness to a wide range of projects and methodologies would qualify for support. In addition, the institution of a new Internet portal to allow scholars to collaborate more easily and directly could better consolidate and institutionalize the fledgling networks.

Given the need for deep engagement and sustainability in the program’s final phase, serious efforts to make more extensive use of partnerships and their assets, specifically the Kennan Institute, American

³ Robert T. Huber and Ivan Kurilla. “A Regional Approach to International Research: Russian CASE Studies.” *Problems of Post-Communism*, March-April 2007.

Council of Learned Societies, Caucasus Research Resource Centers, and other networks involved in HEFSU, are vital. Systematic training—especially of young scholars—in research methodology and management, grantwriting, fundraising and developing partnerships would go a long way toward combating CASEs' tendency toward insularity as well as pro-

moting sustainability. Carnegie Corporation's role as the program's principle funder is drawing to a close, yet according to Deana Arsenian, given all that has been achieved—plus the foundation's desire to see the program attain a degree of permanence—continued limited support is still within the realm of possibility.

Mark Johnson



Professor of history, Colorado College, specialist in the history of education in the Soviet Union and CASEs evaluator.

"Perestroika destroyed everything," as a Russian science professor was recently quoted in the *Chronicle of Higher Education*. This remark rings true in the sense that up until that point, universities represented a well-padded empire of privileged insiders. But the collapse of the Soviet Union put an end to any such advantages for academics. In response, Carnegie Corporation created its programs of Higher Education in the Former Soviet Union. The CASE program was the biggest—a flagship and, despite the fact that its operators were well-established U.S. entities, a real gamble. Substantial, comparable streams of funding went to the other programs, which were important, complementary pieces but covered different terrain, such as international exchanges. The CASE approach was transformational, radical and unique—in its co-funding, its engagement and in creating the ISE Center (Information, Scholarship, Education; see commentary of Andrei Kortunov, page 10) to provide oversight and management.

Looking back at Soviet higher education, there has been drama the entire time. It's a struggle that goes way back because the very concept of a research university had never been accepted. Instead there have been

autonomous research institutes for the sciences, the principal argument being that autonomy would protect research from politics, even during the imperial time. The CASE model, however, was aiming for an American-style approach, which encompasses both research and teaching. This made CASEs especially controversial and difficult because it defied deep historical patterns.

Despite the system's having come apart, within it there were still world-class academicians, ongoing theoretical research and huge amounts of property—a combination of high principles and property. When Russia underwent the financial crisis of 1998 with the devaluation of the ruble, there was a real sense of urgency, an impetus to launch these programs in order to rescue the intelligentsia. Grants to individuals were tried first by Carnegie Corporation and others, but this approach was not adequate, though it was important to try to stop the hemorrhage of talent.

A lot of assistance programs assumed that pouring money into a new program would make things flourish. In the West we take for granted the hundreds of associations and networks that spread ideas and innovation. But things don't operate that way in the Former Soviet Union where academia is localized and has a bureaucratic function. Early on, money put into pilot programs simply vanished and didn't scale up. Western governments, the World Bank and some major private foundations had poured substantial resources into the reform of post-Soviet higher education in the 1990s, but by the end of the decade there was a sense that much of that technical assistance had been ineffective.

Top-down institutional grants ran into administrative inertia or corruption in many universities and bottom-up individual exchanges and research support schemes suffered from the state universities' institutional weakness and the lack of scholarly networks that could link innovative projects. Blair Ruble's team recommended an approach that was more cautious, noting that we can't assume scaling up will occur.

As the cluster of programs emerged, the foundation leadership embraced both universities and the Ministry of Education—and this has paid off. While nine universities were chosen as sites, the approach was more centralized because of the ISE center providing a standard and preventing insular parochialism, in addition to fostering communication across all the Centers. The problems that occurred were predictable ones. The subject matter that CASEs dealt with included the topics most corrupted by communism in terms of ideology: planned political economy; compromised sociology; and political science was very problematic for obvious reasons. Given that, there has been a remarkable degree of success. The programs have made a difference, although it is unconsolidated. Recent events have pointed to a good outcome eventually, most significantly the fact that the Ministry has adopted competitive funding through grant applications in the CASEs model.

Like the BRHE program for sciences, the CASEs model featured collaboration, peer review, journals with partners—all the apparatus we take for granted in the United States. The Centers were influential in helping to push along and clarify this new paradigm. The fact that the reforms are unconsolidated does present a danger—as money from the government flows back in, there's no guarantee that the new model will become permanent. Academia in the Former Soviet Union is still in a fluid period, although with the potential to transform. The missing partner is the U.S. government. Despite some good ideas in the embassy, the United States isn't directly involved in Russian higher educa-

tion. Europeans, in contrast, are seriously involved.

The next step would be building on the concept and policy breakthroughs, helping universities to institutionalize grant-seeking, strategic planning and research management. There's an equity issue. Mega-grants from the federal government of \$20 to \$30 million—vast amounts—have gone to 57 out of as many as 900 institutions. They are trying to create an elite “Russian ivy league,” but the danger is that small institutions serving students lower on the ladder will be in trouble. Equity and access will be sacrificed in the process. Instead, Russian universities should be aiming for access, accountability and affordability equal to the United States. Highlighting U.S. solutions in these areas is something we're working on.

During the 1990s, international grantmaking was much more naïve, based on the premise that if they “do as we do” everything will be great. But we've gotten over that assumption; now it's much more about talking as professionals. Here in the United States, the field of higher education itself is a professional field. It trains leaders, does objective research; it's a flourishing research and policy field that's nonexistent in the Former Soviet Union. To be globally competitive the FSU must know about institutional research, marketing and partnerships as they exist in the United States.

In the old days, Soviet higher education was all about inputs—money, students—creating X number of graduates in all fields. It was enormously planned and rigid. With the economy transformed, they have to pay more attention to quality of outcomes. The innovative work of Carnegie Corporation and others becomes relevant here: value added assessment is highly applicable. Russia, in 15 years, has transformed itself. It's remarkable but still has a long way to go. Even acknowledging their serious problems in equity, politics and other areas we've seen some very innovative results and the next generation of programs should be ongoing. The paradigm is changing, and I'm a cautious optimist.

Additional HEFSU Programs:^{*}

American Councils for International Education (ACIE)

A regional center of excellence in Belarus, operated as part of the CASEs program, was created by ACIE to address the particular needs of Belarus, Ukraine and Moldova—countries undergoing fundamental transformation—and the surrounding region.

Bard College

A partnership between Saint Petersburg University (SPU) in Russia and Bard College in the United States led to the creation of Smolny College, Russia's first liberal arts college. Located at SPU, Smolny was accredited by the Russian Ministry of Higher Education, enabling the college to award a B.A. in liberal arts.

University of California, Berkeley

To foster relationships between Russian academics and particular American universities, a visiting scholars program was established at UC Berkeley, site of one of the country's strongest Russia-related programs.

Civic Education Project (CEP)

To help reverse braindrain and make up for loss of prestige, opportunities and salaries in research and teaching, the Eastern Scholar Program in Russia enables Western-trained academics from the FSU to return to their home universities by providing them with financial support, teaching materials and assistance in professional development.

Georgetown University

Because the CASEs network does not include the European University at St. Petersburg (EUSP), one of

Russia's most progressive institutions of higher learning, this program was established with Georgetown University to engage EU political science faculty in research, publication and outreach on contemporary problems relevant to Russia and the international community.

University of Maryland

A collaborative project between the university and the Moscow-based School of International Security and World Politics at the Institute of U.S.A. and Canadian Studies (ISKRAN) has helped ISKRAN develop course offerings on civil conflict, post-conflict reconstruction and other global security problems.

University of Michigan

A joint project with the European University in St. Petersburg (EUSP) aims to strengthen the departments of social sciences in Russia's regional universities through a variety of activities, and to encourage graduates of EUSP to teach at regional universities, to gain exposure to the social sciences in the West and to develop professional contacts within Russia and abroad.

New School

The Journal Donation Project (JDP) provides free or deeply discounted multiple year subscriptions to scholarly and professional print journals, as well as complete back volume sets, to libraries in the former Soviet Union that have little or no allocation for acquisitions of books or periodicals, focusing primarily on the universities that host the Corporation-supported Centers for Advanced Study and Education in Russia.

Salzburg Seminar

The Visiting Advisors Program for Russia and other former Soviet states is designed to aid universities in restructuring their management and curricula to become financially independent and academically competitive by facilitating on-site consultations in the

^{*} See page 2 for a list of major HEFSU programs funded by Carnegie Corporation.

former Soviet Union that allow FSU administrators to gain from the expertise of their Western colleagues.

Stanford University

A program using the Internet and other information technologies makes distance learning courses on international security available to ten Russian universities.

Temple University

A program for promising social sciences and humanities faculty of regional Russian universities provides comprehensive training in Western research methodology. Temple University holds advanced summer schools for Russian teacher-scholars, and curricula are published subsequently.

Centers for Advanced Studies and Education: Thematic Focus and Research Projects

Immanuel Kant State University of Russia, Kaliningrad

Russia and Europe: Past, Present and Future

- The Baltic Region as a Pole of Economic Integration Between Russia's North-West and the EU. A joint project with the Institute of World Economy and International Relations (IMEMO), Russian Academy of Science (RAS).
- Kaliningrad Region Within the Context of Russian and European Modernization. A joint project with the Institute of Strategic Assessment.
- Monitoring of the Training System Against Labor Market Needs in the Regions. A network project by the RAS Institute of Sociology and the Baltic, Novgorod, Rostov, Ural and Far East CASEs.
- A Comparative View of Kant's Philosophy. Study Into the Modern Significance of Philosophy of

Immanuel Kant: Reconstruction, Development, Perception.

- Social Identity Problems Faced by Residents of Europe's Regions Within the Emergent Single Economic, Cultural and Educational Space.
- The Russian Baltic: Cross-Border Cooperation and Migration.
- Countries of the Baltic Region Within the Single European Education Space, in the Context of Globalization.

Voronezh State University

Dialogue and Continuity of Cultures in Contemporary Society

- Dialogue of Cultures and Civilizations. A network project by the Institute of General History (RAS), the Saratov, Voronezh, Novgorod and Ural CASEs.
- History and Philosophy of Science as an Object of Cross-disciplinary Studies. A joint project with the Moscow Lomonosov State University.
- A Study into Efficiency Criteria and Quality of Higher Education in Russia. A joint project with the Novgorod CASE.
- Conflicts and Stability Under the Transformation of Post-socialist Social Systems.
- Mutual Understanding in Intercultural Communication: Success Strategies and Risk Factors.
- Developing Theoretic Background for Strategic Planning of the Region's Social and Economic Development Under Globalization.
- Conservative and Liberal/Reformist Trends in Domestic Policy of the Russian Empire (Late 18th to First Half of 20th Centuries): Attempt at Historic Reconstruction.
- Transboundary Cooperation Between Russian and Ukrainian Regions Within the Context of European Integration.

Far East State University, Vladivostok

Russia and the Asian Pacific Region (APR): Comprehensive Security, Conflicts and Cooperation in the 21st Century

- Ethno-Social Structure of Siberian and Far East Nomads in Historic Retrospective. A joint project with the Irkutsk CASE.
- Challenges of the 21st Century and Security Policy in APR: A View from Russia and U.S.A.
- Contemporary Russian Far East Oriental Studies and Its Role in Building a Communicative Environment in Pacific Asia Under Globalization and Regionalization.
- The Russian Language in APR Countries: Developing Mutual Understanding and Cooperation.
- Russia and APR in the 21st Century: Legal Framework for Security within the Context of Legal Traditions and Legal Cultures.
- Review of Competitive Position of Far East Higher Education Institutions on the International Education Market.

Irkutsk State University

Siberia in Russia and in the World: Challenges to Development Strategies

- Developing a Geopolitical (Geostrategic and Geoeconomic) Map of the Baikal Region Using GIS Technology.
- Peoples and Cultures of Northern Asia. Interaction and Hybridization as the Factors of Genesis and Evolution.
- The Impact of External Migration on the Social and Economic Development of Eastern Siberia.
- Orthodox Christianity and Other Confessions of Siberian Peoples in the Empire's Regional Policy of the 18th to Early 20th Centuries (based on Eastern Siberia documents).
- Ethnic and Migratory Processes in the Development Dynamics of Siberian Society.

- Regional Development Model of Siberian Legal System.

- Russia and the East: A View from Siberia.

- National Security Issues Within the Context of Eastern Siberia Regional Development.

- Sources of Mongolian Statehood: Genghis Khan and His Time.

- Siberia: a View from Within and from Outside.

Novgorod State University

State, Society and Individual in the Context of Russian Culture: The Dimension of Values

- Civil and Ethnic Identities: Integration Problems of Russian Society. A network project by the Institute of Sociology (RAS), the Novgorod and Ural CASEs.
- Regional Culture in the Ever-Changing World: Local and Global Dimensions. A network project by the Russian State Humanitarian University, the Novgorod, Rostov and Tomsk CASEs.
- The Impact of Competence-Based Approach on the Transformation of Educational Practices of a Modern University. A joint project with the Tomsk CASE.
- The Archaeology of Values and the Value of Archaeology in the Context of Trans-European Linkages.
- Novgorod the Great at the Turn of Époques. Region Under Political Crisis. Between Moscow and Stockholm.
- Openness in Education as a Factor of Russia–Europe Rapprochement Under Globalization.
- Success Strategies: Russian and European Reference Points.
- Cultural Heritage of the Medieval Novgorod and the Novgorod Land: The Problem of Correlating Pan-European and Russian Features.
- Evolution of Russia's Political and Legal Culture: Regional Specifics and Impact of the European Factor.

Rostov State University

Russia's Modernization Problems

- Theoretic and Methodological Basis for Studying National Modernization in the Context of Russia-EU Partnership. A joint project with the Association for International Studies.
- Modernization of Regional and Institutional Structure of Russian Economy: Concept, Monitoring, Mechanisms and Implementation Techniques.
- Ethnoeconomics in the Modernization Paradigm of National Economy Development: Sustainability Sources and Adaptability Reserves.
- Utopia Within the Context of Modernization: Comparative Analysis of Historic Experience (Russia and Latin America).
- Russia: Tradition and Modernization, Orthodox Christianity and Liberalism (the Problem of Civilization Modernity, Complementarity and Intra-cultural Dialogue).
- Modernization of the Public Policy System in

the Russian Federation (Constitutional and Legal Aspects).

- Intelligentsia and Universities in Russia (19th to 20th Centuries): The Becoming, the Social Importance and the Prospects.

Saratov State University

Phenomenology of Power in Russia: State, Society and Individual Destiny (Russian and International Experience)

- The Shaping of Labor and Education Services Markets: Mismatch Analysis and Growth Potential Estimation. A joint project with the Tomsk CASE.
- The Problem of Power Perception Within the Context of Identity. A joint project with the Moscow State University.
- The Historian and the Authorities in the 20th Century: State, Society, Individual Destiny. A joint project with the St. Petersburg Institute of History (Russian Academy of Science).



Rostov University

- Political Institutions and the Practices of Post-Communist Society: Sustainability Potential of the Traditional Power Model. A joint project with grantees under the CASE program.
- Culture and Power in the Cold War Period: The Soviet Union and the United States, 1950–1960.
- Diversity of Religious Experience and the Problems of Sacralization/Desacralization of Power in the Christian and Moslem Worlds (Experiences of Russia and Europe).
- Power and Social Stratification Processes in the Region.
- Development of a Multiparty System as a Shaping Factor of Civil Society in Russia.
- Power and Mass Media Language: Text, Censorship, Audience.
- Neo-Kantianism and Power.

Tomsk State University

Eurasian Frontier: Inter-Cultural Community and Communication System

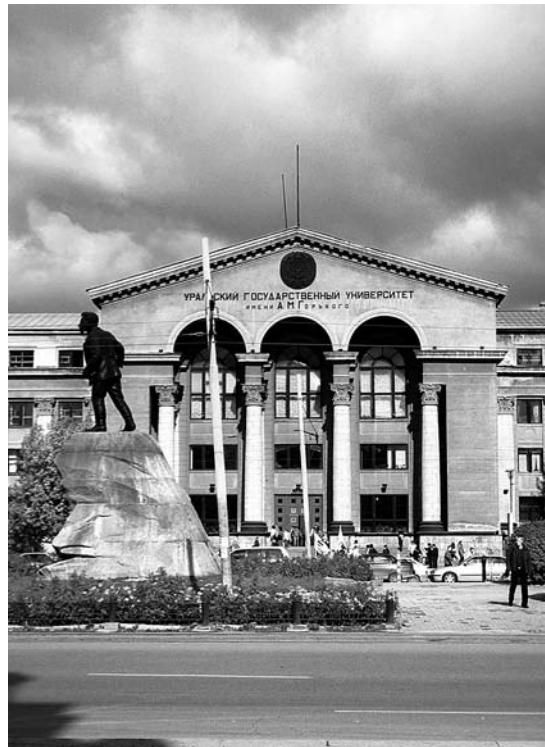
- Classical University and the Development of Innovative Processes in Education, Science and Society: History and Modernity (Regional Aspects).
- Central Eurasia and Western Siberia: The Nature and Prospects of Interaction.
- The Individual and Society at the Eurasian Frontier: Evolution of Environment and Mentality.
- The Culture of Northern Eurasia as a Form of Communication.
- Eurasian Cultural Dialogue Within the Communicative Space of Language and Text.
- Siberia in the Context of Cross-cultural, Multidisciplinary Analysis of Modernization Processes.

Ural State University, Yekaterinburg

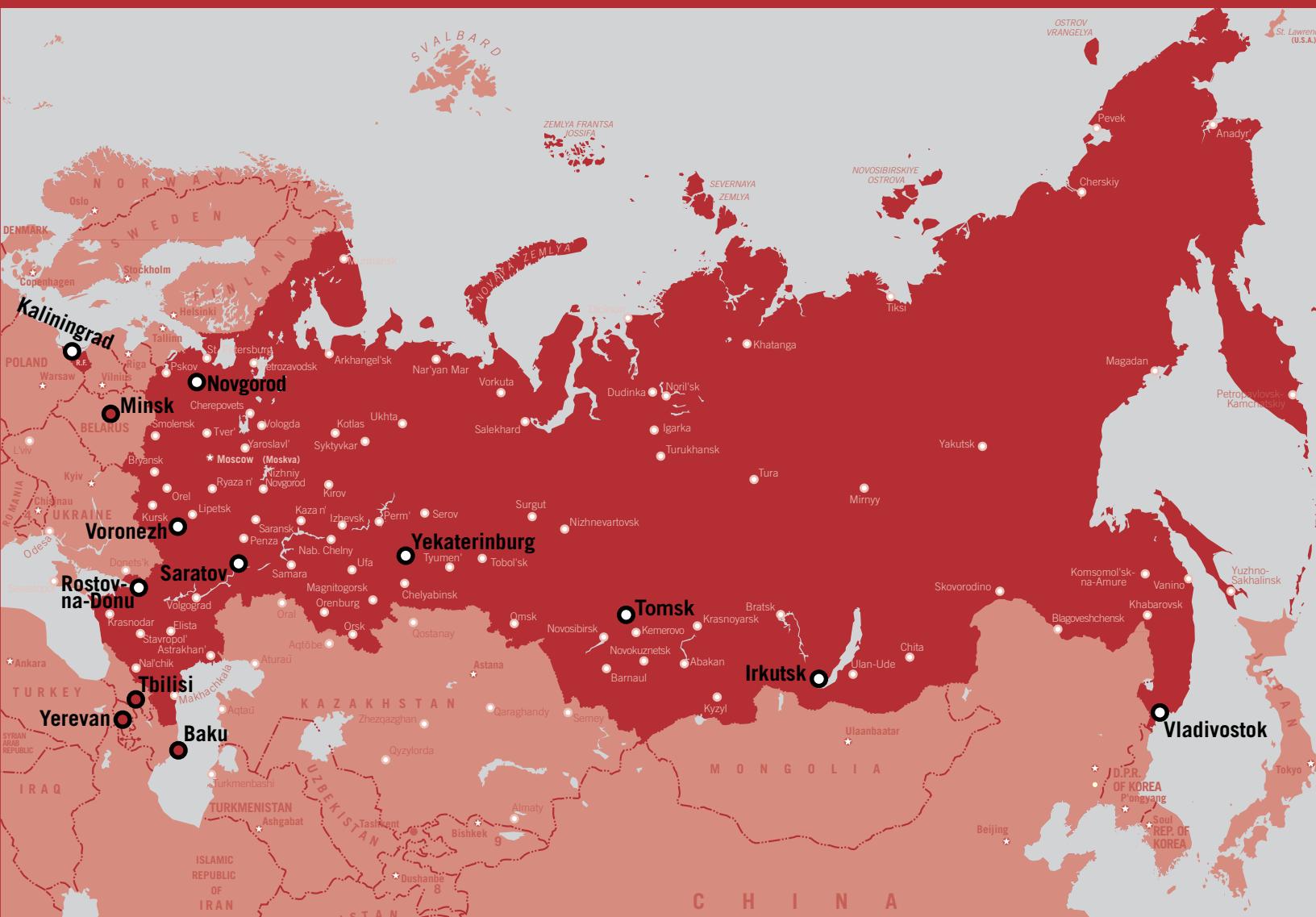
Tolerance and Societies Integration

Under Globalization

- Review of Competitive Position of Ural and Siberian Higher Education Institutions on the International Education Market. A joint project with the Irkutsk CASE.
- Routine Tolerance: Description Methodology and Practical Development.
- City as a Site for Intercultural Communication: Identity Policies and the Cultural Practices of Tolerance.
- Shaping of a New Corporate Culture in an Old Industry Region.
- Developing a Model of Common Cultural Space Within a Multiethnic Region.
- Tolerance and Integration Processes Within the Society: Historic Evolution.
- Models for Comparative Analysis of Urban Communities Development in Western Europe and the Russian Federation.



Ural State University, Yekaterinburg



● CASEs In Russia:

- Baltic CASE, Immanuel Kant State University, Kaliningrad
- Far East CASE, Vladivostok
- Irkutsk CASE, Siberia
- Novgorod CASE
- Rostov CASE
- Saratov CASE
- Tomsk CASE
- Ural CASE, Yekaterinburg
- Voronezh CASE

● CASE-like Centers:

- Minsk, Belarus
- Yerevan, Armenia
- Tbilisi, Georgia
- Baku, Azerbaijan

